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ABSTRACT

This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume outlines a course in parenthood education for teenagers in Salvation Army camps. The 12-unit program is intended for use with a group of 12 to 15 camp counselors or other teenagers of both sexes, 15 to 18 years of age. There are subject units on self-awareness, self-concept, marriage, prenatal influences, early childhood, parent role, parenthood myths, accident prevention in child care, child abuse and family economics. Subjects are taught through readings, reports, discussions, role-playing, field work and field trips, and the use of audio-visual materials and guest speakers. (BF)

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EDUCATION FOR PARENTHOOD 1973-1976

ED144682

LEARNING ABOUT FAMILIES

COURSE OUTLINE; PREPARED FOR USE
IN OVERNIGHT CAMPS OF THE SALVATION ARMY

PS009498

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LEADER'S GUIDE
EXPERIMENTAL EDITION

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

CREDITS

This course, prepared by Christy and Frans LeRoij for use in Salvation Army camp programs, was tested under their guidance during the summer of 1975 at Star Lake Camp, a program of the Greater New York Division. Leadership was given by Lt. Colonel Walter French, Divisional Commander, and Mrs. Major Peter Hofman, Camp Director.

The course was produced under Grant No. OCD-CB-463, as part of the Education for Parenthood Program, Lt. Colonel Edith A. MacLachlan, Project Officer.

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ABOUT THE COURSE

This Learning About Families course was designed for used in the overnight camp setting. It is geared to senior high school and college freshman level young people who are:

1. camp counselors
2. counselors-in-training
3. or a group living at and learning in the setting.

The primary focus is preparation for their own future parenthood, and/or careers in child care.

The overnight camp, with its group living, makes an ideal setting in which to learn concepts and test them immediately through practical experience.

Modes of parenting have changed along with the changes in our society. Traditional patterns are challenged by researchers, the media, and some professionals. With mobility, the close-knit extended family as the norm has disappeared, leaving new parents with little family support in learning new roles. Bewilderment , frustration, and isolation often follow.

Parenthood is said to be the least prepared-for occupation in today's world. This course is intended to fill that gap through various learning techniques.

Objectives of Course

The specific objectives of this course are:

1. To develop an understanding of oneself and one's needs in relationship to adulthood and parenting.
2. To develop an understanding of the needs and behaviors of young children.
3. To learn to relate constructively to others, children and adults.
4. To learn problem-solving techniques and to utilize them in relationships with others, particularly children.
5. To learn to give of oneself in helping others.
6. To learn how to supervise positively and to take responsibility.
7. To gain an understanding of the many facets, opinions, techniques and forces that exist regarding parenting.

Techniques Used

The objectives are implemented through a variety of learning techniques:

1. Required readings and reports

2. Discussions, rap sessions, sensitivity experiences

3. Lectures

4. Role-playing and other training methods

5. Practical experiences: observing counselors, campers, camp leaders

6. Field work: working with children, observing the physical environment

7. Audio-visual materials: films, filmstrips, books, charts, etc.

8. Field trips for on-site observations in other community services

9, Guest speakers from community and camp staff

Guides to Using the Course Material

Twelve units are included in this course, which may be too many to cover in one summer. It is suggested that the leader and the group select the course subject areas according to the interests of the group and the qualifications of the leader. Creativity and flexibility are essential in dealing with the subject matter. Guest speakers from the camp staff and from the community should be used.

Full use of the natural setting of the camp is urged.

The first ten days should be used to lay a firm foundation of information and to build individual and group confidence. The participants can then be gradually integrated into the camp program, until finally they are able to take major responsibilities for program and for care of young children. In this process, the leader must work closely with camp staff - adminstration, counselors, unit heads, teachers. Members of the group should work with and observe arts and crafts, bedtime story reading, overnight campouts, dining hall duty, baby-sitting.

Practical Learning

The camp setting provides an ideal setting for this course. Children are always there, offering plenty of opportunity for observing them individually, with peers, and in adult-child interaction. The living situation simulates a family with group eating, sleeping, play and consequent pressures. A variety of kinds of child behavior is there for study - belligerence, goody two-shoes, demanding, cry-baby, so-called normal. The camp has many facilities, and the useful equipment of projectors, games, record players, recorders, arts, crafts, sports. And there is a rich mix of resource persons on the staff.

Field trips to community settings will supplement the camp experience - a day care center, a maternity hospital, a library where children's books may be examined for the implicit values portrayed.

A sample schedule for a week and a sample daily schedule will be found on pages 4 and 5.

The Participants, etc.

The group should number 12 to 15 with a good mix of young men and young women 15 to 18 years of age. If possible, they and their leader should be housed in the same facility. A regular place to meet is desirable, preferably nearby or part of that facility.

A cabin lay-out for the pilot project group will be found on page 6.

The Course Leader

This course must be guided by a well-qualified person, who also draws on the expertise of others.

Parenting is a sensitive subject area, with too many myths and too much folklore, and too little insight. Attitudes are also important. The leader must be open-minded, understanding, appreciative of ideas other than his own, and soundly based in factual information.

In looking for the leader, consider a married couple with one or more small children, for they can be good role models and provide immediate examples. Ideally the leader should have some combination of the following:

1. Some exposure to or a major in psychology; for example learning theory, personality, or abnormal psychology, developmental psychology, therapy, counseling, social psychology.

2. Experience in dealing with groups.

3. Experience in teaching.

4. Courses or experience in social work, family processes, family therapy, etc.

5. A college degree in one of the above.

6. Knowledge of and ability to use community leaders and resources.

Supplementary Materials

The appendices include a number of useful suggestions, including starter questions, quotes for discussion, role-plays, supporting materials and such.

SAMPLE DESCRIPTION OF A WEEK IN PROGRAM *

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 9:45	Breakfast, Assist	In devotions, Cabin Clean-up			
9:45 - 11:15	Childbirth and Pregnancy	Mary K. Outdoor Education	Observe A	Discuss Child	Safety In Camp
11:15 - 12:15	In program 2nd activity period	Workshop	Child	Observations	Observe safety practices in camp.
12:30 - 1:15	LUNCH TIME	LUNCH TIME	LUNCH	Wait on tables lunch	LUNCH TIME
1:30 - 2:30	REST HOUR	DUTY REST	HOUR DUTY	REST HOUR DUTY	
2:30 - 3:30	Field trip to	Off	Role play with blocks See film "Little Blocks"	Activities with campers	Workshop: Kastle - game
3:45 - 5:00	Flower Hospital (Elisabeth Bing) Lamaze method	Free play duty	Off	Free play duty	Off
5:30 - 6:30	Supper	Supper	Supper	Wait on tables supper	Supper
6:30 - 9:00 Evening	Off	Participate in Unit night activities.	Write up evaluation of a child.	New child/New Parents	Participate in carnival - take booths.

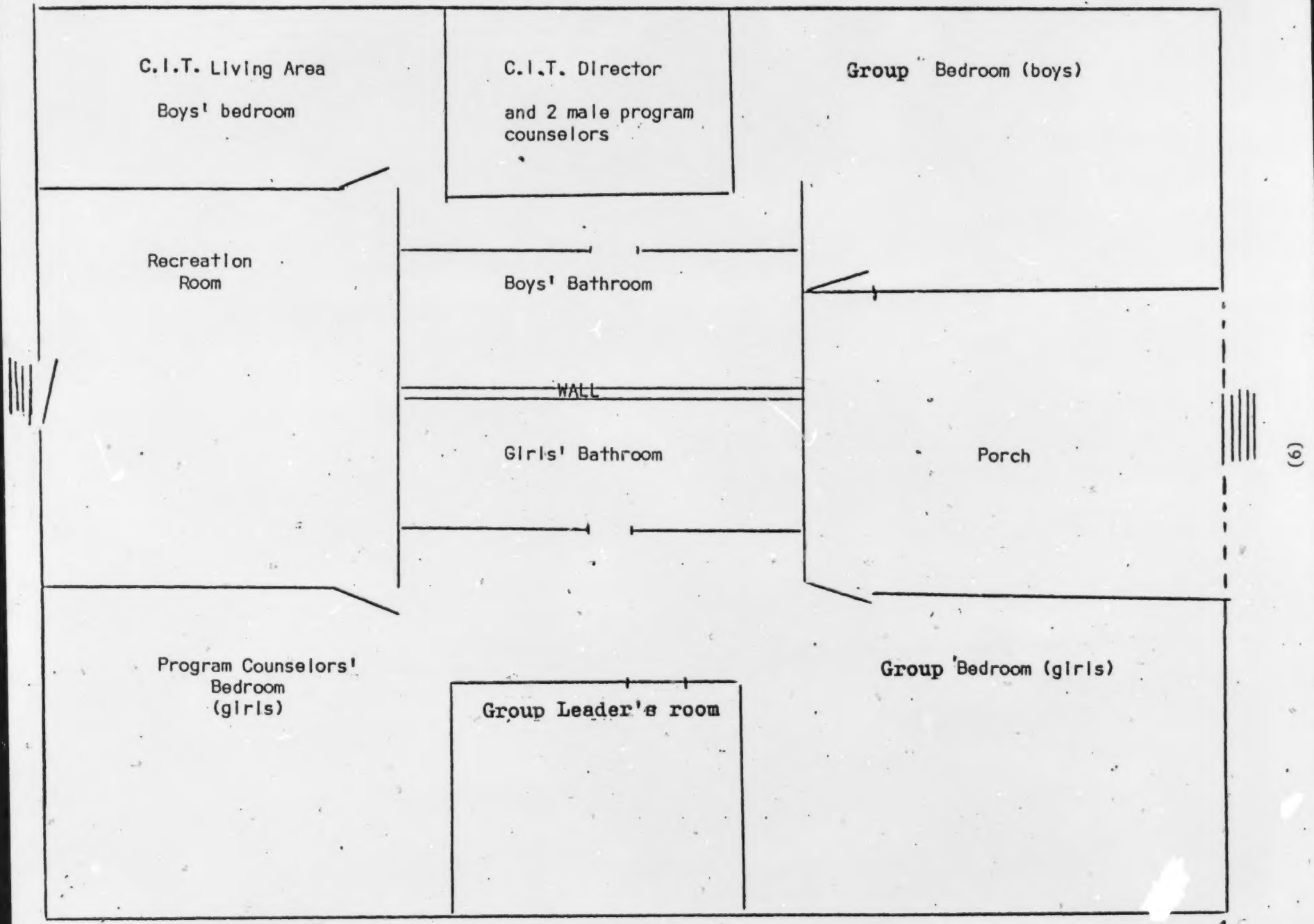
*Sample based on a 5 day week with camper "changeover" occuring on Saturday and Sunday. On alternate weeks group members were given Saturday as their day off. Sunday they followed the camp schedule, assisting with units and participating in church, with values and ethics sessions in the afternoons, and participating in vespers in the evenings.

Date	group meets	individual meets	short assignments	long term assign.
A.M.				
P.M.				
EVENING				

(5)

SAMPLE DAILY SCHEDULE FORM

LAYOUT - BOYS' CABIN, GIRLS' CABIN



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UNIT ONE: INTRODUCTORY SESSION

This session may be carried out in conjunction with a social gathering to encourage a relaxed and information atmosphere. The purpose is to help participants feel at ease with each other, and to create a sense of trust among them. From the beginning the leader should stress that any personal matters discussed during the course are to remain within the group and not be told to others.

The session should end with a survey of the subjects for the course and the areas in which the participants have particular interest. These, if possible, should be incorporated into the course.

Materials Needed

Journals, one for each participant. Consider using looseleaf so these can become scrapbooks.

Blackboard and chalk, newsprint and magic markers, or some such large writing surface.

Getting to Know Each Other

It is of the utmost importance that the participants get to know each other as quickly and easily as possible. Two different methods of "ice breaking" are suggested. The leader may want to use others. This session should be informaal and non-threatening. All participants should be present. The personal aspect of the information should be stressed and the use of the word "I" can be of particular help.

METHOD 1:

> Each participant tells in the form of "I" statements relevant things about himself. When the participant is finished a volunteer summarizes the main points. This should not be a mere repetition of what was said, but really a summary.

METHOD 2:

> Each participant chooses a partner and tells about himself to this partner. The partner either takes notes or remembers the information. After a period of time the whole group gathers again. The partner then introduces the person to the whole group and tells some of the interesting facts about him that he learned during the interview.

The atmosphere should be relaxed so that everyone volunteers rather than being called on.

As introduction starters, the leader may suggest some areas:

- reasons for being in the course
- experience with children
- current and former interests

- family

- family background

- schooling

- other

What is Parenting?

Form small groups of 3 - 4 members. Each group develops a definition of parenting.

The definition should be as complete as possible and written on chart paper, large cardboard, flip chart, or some other form of conspicuous recording material where the definitions can be easily shared with the entire group.

A secretary for each group reports the group's definition, followed by discussion of the definitions. Possible areas to be explored during the definition discussion are:

Are any areas of parenting not included in a particular definition?

Is the definition too broad or too narrow?

Is a certain aspect of parenting overemphasized by a particular group? By all groups?

What are the limitations of some of the definitions?

Does it include parenting by other people than the biological parents?

Can parenting be accurately defined?

Does having a child make you a parent?

Is parenting a full-time job or occupation?

These reports form the basis for a group definition about parenting. This definition can be referred to, altered, amended, etc., during the course.

At the end of the course, the participants may wish to make up new definitions about parenting trying to incorporate the newly obtained information.

See page 34 for fun awareness games, good for getting acquainted.

The individual who is in touch with himself, aware of his reactions, feelings, fantasies, behavior patterns, will be a more aware parent with better understanding of self in relation to children. Deepening self-awareness will also help the adolescent understand and work through relationships with parents and authority figures.

The pages which follow outline a number of exercises for helping the participants gain greater self-awareness. The leader assists, directs, and encourages the group as they explore these experiences.

Getting in Touch With Oneself - Inner Self

RELAXATION - EXERCISE I:

A relaxation exercise whould be frequently practiced by the group. It is recommended that this exercise be done first. Participants should stay alert during these exercises. Becoming drowsy or falling asleep is not part of it. The emphasis is on being alert and able to direct one's attention to selected matters.

After the participants are in a comfortable position, say:

- Close your eyes
- Become aware of your breathing, the air movement, etc.
- Become aware of your thoughts and images
- Become aware of nature: sounds of the leaves, animals, water, etc.

Relaxation is obtained through the tensing of a particular muscle or body part and then relaxing it, followed by the tensing and relaxing of another muscle, while the former remains relaxed. This exercise is continued until every part of the body has been tensed and relaxed. This exercise begins with the head. Further body parts should logically follow from former ones.

When the participants have relaxed completely, ask them to focus their attention to a particular part of their body.

- Ask them to "scan" their body mentally.
- Ask them to become aware of areas that are difficult and easy to scan and pay attention to.
- Shift to a different problem.
- Become aware of "gut reactions".
- Become aware of where tenseness manifests itself in your body.

This exercise is particularly helpful in recognizing a developing tenseness which one may not have become mentally aware of yet. Feeling reactions often precede the thinking process, and thus, while parenting, one may become aware of an upcoming anger and avoid reactions that are not understood by the child.

Each of the above exercises should be followed by a sharing period, which should be open and optional, with participants encouraged to shared, but not forced or expected to do so.

Other participants and the leader should shy away from making value judgments. Remarks are taken at face value and accepted by all as genuine expressions of another's feelings.

The importance of "I-statements" should be stressed. The leader may ask participants to re-word their experiences as "I-statements" rather than generalizations, since the "I-statement" reflects a sense of being in touch with oneself. Similarly, speaking in the present tense should be emphasized and encouraged. Speaking in the past tense relates to something that is "out there" (at a distance from the self in time and space.)

RELAXATION - EXERCISE II

- Be in a comfortable position and close your eyes.
- Become aware of a particular part of your body. Become aware of which parts you are not aware of. Say some things (anything relevant) to this particular part of your body.
- Find another place and let the body reply to you. In this way develop a dialogue with a part of your body and continue until you feel enough has been said.
- Now become aware of the type of conversation you had. What did you say? Were you critical? Were you praising? How did you answer yourself? Were you apologetic? Were you avoiding? Did you react to the whole exercise as "dumb" or irrelevant? How do you feel about that?

Similar exercises can be done between other parts of the body, e.g., between hands, feet, etc.

Sharing of feelings and experiences should take place. Small groups here are recommended.

RELAXATION - EXERCISE III

- Be in a comfortable position to do the relaxation exercise. Close your eyes and try to imagine that you are looking at yourself. What is your posture? What is your facial expression? What are you wearing?
- Now begin to silently criticize yourself, treating yourself as if you were another person. Try to talk in as many "shoulds" and "should nots" as possible. Try to make as many valid criticisms of yourself as possible. What does your voice sound like? How do you feel being criticized? Where does a bodily reaction take place when you are criticized?

- It is important that the participants now change places. When they are back in a comfortable position and feel relaxed again, ask them to silently answer the criticizer. What would you or could you say about the criticisms to yourself? In what way do you respond to criticisms? What tone of voice do you employ? How do you feel while responding?

The participants may want to shift back and forth in this criticize and response process. In this way a dialogue with oneself can be established.

The experiences should be shared with the group. Statements such as: "As the criticizer I felt..." or "Being criticized I felt..." can be used.

At the end of the session it must be emphasized that the criticisms and replies were all made by the individual himself. There was a dialogue going on between parts of the person himself (occurring within the person). It is one's own self-perception that was displayed and any experienced conflicts were an integral part of the self and not of an outside agency or force.

For Further Readings and Explorations

Fritz Perls: *Gestalt Therapy Verbatim*. Lafayette, Calif., Real People Press, 1969.

An explanation of Perls' recent thinking about Gestalt therapy is given. Some transcripts of therapy sessions.

Fagan, J. and Shepherd, I. L., *Gestalt Therapy Now*. Harper Colophon Books, Harper & Row, New York, 1970.

Gestalt theory, techniques and applications are discussed. An anthology of Gestalt therapy articles. A good background to the type of exercises described in this section.

Stevens, John O., *Awareness*. Bantam Press, 1971.

The self is one's personality as seen by oneself. An objective appraisal is made of oneself which is translated into an image of one's own limitations and possibilities. The self-concept can be strong or weak. The image one has of oneself is merely an idea and "fantasy" but is closely related to one's performance (i.e., a person who has a positive self-image will operate better than someone with a negative self-image).

There is danger in being preoccupied with one's self-image by trying to be what you think other people expect you to be (real or believed). One is then out to impress. Goals are then more what one should be like, instead of dealing with what one really is. A person with a positive self-concept (self-image) does not need to impress or to conform to a perceived image, since the self is accepted and the individual is in touch with the self.

Any demand made by others to be different from what one really is will result in a reduction of one's actual experiences, and thus result in a "falsification of life."

This unit should contribute further to the working through of relationships between adolescents and parents and authority figures. Here, too, the concept is developed that each person is the total of all his experiences, objective and subjective.

For further reading: John O. Stevens, *Awareness*.

Relevancy to Child Rearing Practices

The importance of very early experiences is stressed.

That nothing is forgotten, but all events are stored in the brain with their accompanying feelings and emotions.

The importance of staying with the child during the first years in his life since he is so vulnerable during this time period.

The implications regarding some common child rearing practices such as paying insufficient amounts of attention to the child, the tone of voice used in the presence of the child, letting a baby "cry it out", the importance of hugging and touching, seeing matters from the child's point of view, etc.

The importance of building up the child's self-image and the power of praise (positive reinforcement).

The importance of explaining all behavior and events to the child so that possible discrepancies in the child's mind can be avoided or minimized.

The importance of leaving the child alone at times as a gesture of acceptance and approval.

Related readings to support these points will be found on pages 35 - 39.

The group might brainstorm about marriage, what it is, why people do it, how to make it work, what are problems, what are the positives. The following may be useful as discussion points. Supplmentary reading will be found on pages 40 - 41.

About Marriage

There is receiving (getting). There is much more giving. One should consider how much one is willing to contribute, how much giving will be expected from the partner, how the giving will be done (sacrificing, or...?).

The partner is different from the way one perceived him during courtship. Courtship usually is composed of rather brief get-togethers. Marriage, however, is a 24-hour relationship with no breaks. There is no escape possible and the partner's characteristics will be clearly perceived. All this may result in disillusionment. The partner's differentness may be considered "bad" and may cause disagreements. Disagreements show a partner that the other is a separate person, not an extension of self. As a result, the partners may grow apart.

By definition each person is different. We are different in physical appearance, in personality and temperament, in levels and kinds of education, in mental ability. All these areas of differentness can be the cause for enrichment in a family, but differentness also can be the cause for destruction of the family. Too often differentness is viewed as visible evidence of not being "loved" by the partner. It is felt as an insult.

If self-esteem is high, then trust can exist in a relationship. Problems arise when one partner's self-esteem is insufficient, with little enough for oneself and none left to give the other.

When self-esteem is low, suspicion grows. The other's individuality is seen as a personal threat. This may be manifested in many different areas and aspects of a marriage: in child-rearing practices, in relationships with in-laws, in sex, in planning recreation or menus, in handling money, in work, etc.

Coping With Differentness

During the marital relationship certain patterns of behavior are established.

There is sharing and doing together. There are things that are NOT shared and NOT done together.

A balance must be found within the couple's current reality. There are the wants, abilities, thinking and responsibilities of each partner and these must be coordinated and respected by both.

Partners have to learn to assert themselves without destroying each other. Marriage is a relationship and a cooperation, but partners NEVER will be in total agreement. Total agreement is unrealistic and cannot be expected between two people. Thus the partners must express their own feelings, thoughts, their knowledge and wishes, etc., one to the other, and individuality must be accepted.

When differences are discovered, very often a partner will accuse the other of not caring, of not loving. Accusations then become the cause of dysfunction in the family.

Accusations can be made silently - "saving the other." When accusations go underground, so do feelings and so does communication between the partners.

"The more covertly and indirectly people communicate, the more dysfunctional they are likely to be." (Satir, *Conjoint Family Therapy*, p. 17.)

UNIT FIVE: PRENATAL INFLUENCES

The development of the unborn child depends on genetics and on the pregnant mother. For those wishing to include genetics in this unit, material will be found on pages 42 - 43.

The following points about the mother should be included in the discussion:

NUTRITION - The importance of balanced foods should be stressed. Public health nurses and health institutions should have adequate information in this area. The importance of certain nutrients should be emphasized.

MATERNAL EMOTIONS - While not all experts in the field agree, some feel that the emotions of the mother will have a significant effect on the unborn baby. Many chemical reactions seem to occur during various emotional experiences and these easily can be passed through the placenta to the fetus.

DRUGS - The specific effects of drugs are not yet known but any type of drug can have an effect on the unborn child. One example: the physical abnormalities suffered by babies whose mothers had taken Thalidomide during pregnancy. The safest rule: when pregnant avoid any drugs except with the direct order of the doctor. The period of childbirth itself is a special time for caution.

SMOKING and ALCOHOL - The effects of drinking and smoking by the mother are not yet fully known. The best rule is not to smoke during pregnancy or use alcohol.

MATERNAL INFECTIONS - Infections that develop during pregnancy may or may not have serious consequences for the unborn child. Largely, this depends on the child's fetal and embryonic development. There are times when the unborn child is particularly vulnerable to certain infections and diseases (e.g., German measles).

MATERNAL AGE - The mother's age appears to be important. Very young mothers tend to have low birth weight babies with less chance for normal growth and development.

DELIVERY - Young parents increasingly use the Lamaze method for delivery as this then becomes a shared learning, labor, and birth experience.

Suggested Films

"Inside My Mom" - 8 minutes, color slides or filmstrip/audio cassette. A cartoon fetus tells what it thinks about the treatment its mother is giving it in the nutrition she provides. Amusing, excellent. Good discussion starter. Available from local chapter, National Foundation/March of Dimes, or through National Foundation/March of Dimes, Box 2000, White Plains, NY 10602.

Booklet to Distribute

As You Grow Up - A scriptographic booklet from Channing L. Bete Co., 16 pages.

UNIT SIX: NEW CHILD - NEW PARENTS

A child means new demands, new relationships, new chemistry. The way the new parents handle this sets the pattern for the child's life.

The following points may be covered in this unit:

1. A new baby in the family means readjustments of old ties.

2. Both new parents have expectations and demands which they exert on each other and on the new child.

3. The baby has its individual wants. When born, the child is totally helpless (physically, psychologically, socially). With nothing to "give", the new child is out to "get". The child demands and wants these demands fulfilled immediately. The child's demands will be met up to the poin that the parents are willing and able to give.

4. The effect of the new child on parents depends on these factors:

   a. Why the parents want progeny:

      social expectations
      perpetuity of the family line
      to enjoy their youth again
      to correct their own and their parents' past mistakes
      to gain a closeness, a unity with the mate

   b. The personality of the child:

      the type of demands the child makes
      the amount of sleep the child needs
      physical handicaps

   c. The ideal the parents visualize for the child:

      high expectations
      low expectations

   d. Was the child wanted?

      Did the parents think only of sexual gratification?
      Are the parents emotionally prepared for parenthood?
      Are the parents economically prepared for parenthood?

5. Stresses from society - Traditionally children are portrayed as happy, cute, easy to handle. When their own child does not fit this mold, parents wonder about their own ability to rear children.

6. Proximity of the extended family - This can be a burden or a blessing depending on the personalities of the grandparents and other relatives. A relative who lives close by can provide convenient and responsible babysitting services, thus giving the parents a break.

7. One's own feelings of self-worth.

See Unit Three.

Suggested Films

"Bill and Suzi: New Parents" - 13 minutes, black and white. Young parents bring their infant daughter for examination. They discuss with the pediatrician the baby's needs and care, their feelings about parenthood, the changes parenthood has brought to their lives. Excellent to show how the mother and father relate to each other and the shared care of the baby.

"Gabriel is Two Days Old" - 15 minutes, black and white. The pediatrician examines the new baby and discusses with the mother his needs, abilities and such, and her reactions to parenthood. The points to be noted: what the baby is capable of at birth; what the parents must do for the child; how the baby can interact to sound, touch, feel of things around him; how the pediatrician can acquaint parents with the physical and emotional needs of the child.

Poster to Use

Directions in Development - photos and text. Traces the growth of the child from infancy through primary school age in five areas of development: games, relating to other children, language, daily activities, body skills. Cost: $4.75 plus 75¢ handling.

All of the above from Education Development Center, Exploring Childhood, 55 Chapel Street, Newton, MA 02160. Films may be rented or purchased. Or try to borrow from the local Board of Education. Also try the Women's and Children's Social Service Dept., Territorial Headquarters, The Salvation Army.

UNIT SEVEN: EARLY CHILDHOOD

The first years of a person's life are very important, perhaps even more significant than we realize. During this period infants and young children require constand care and nurturing. This is emphasized by Harris in *I'm OK, You're OK*, when he stresses that all experiences, however minute they may be, are recorded and catalogued in the brain. These experiences, from infancy and earlier, continue to influence the human being throughout his life.

For this unit of the course, two of Dr. Lee Salk's books are recommended. *How to Raise a Human Being* and *Preparing for Parenthood* read easily and contain a wealth of relevant material regarding: personal feelings experienced when becoming a new parent, feelings toward the new baby, and influences that are exerted upon new parents by others (notably neighbors, grandparents and professionals); the way one's life totally changes after the arrival of a child; disciplining a child; child development (language, learning, perception, growth, etc.) and many other topics. Dr. Salk has a common sense approach based on research findings.

Participants in the course should be required to read a number of chapters from these two books, preferably the whole book. Chapters can be used as starting points for discussions. Chapters may also be used to initiate some crude forms of research regarding people's attitudes and beliefs about child rearing. For instance,the chapter about disciplining could be the starting point for interviews regarding discipline in the camp, discussions with counselors, unit heads, and other camp staff. It may also be used as an attempt to use new ways of disciplining, since the teaching aspect of discipline is emphasized by Salk - for many people an uncommon approach.

Booklets from Exploring Childhood are also useful:

> *What About Discipline?* Student booklet and teacher's guide have excellent illustrations and discussion suggestions.
>
> *Fear,Anger,Dependence.* Student booklet and teacher's guide. Helpful in understanding why a child may behave in a particular way, which in turn suggests how to handle that behavior.

Films from Exploring Childhood are useful:

> *"Water Tricks"* - 13 minutes, color. Shows children at a water table in a day care center. Questions to be raised might be: which children are causing problems? At what point would you discipline any of the children? How many of the children would you consider "bad"? Why?
>
> *"Broken Eggs"* - 10 minutes, color. An unhappy incident at a preschool when a student crushes a prized collection of eggs. Possible questions are: was the action of the children cause for disciplining them? What would you have done if this were your group?

Regarding the physical care of infants, a very helpful book, *Child Care*, was published by a pharmaceutical house. This book is lavishly illustrated, mainly written in point form, contains check lists, etc., and encompasses many important points regarding physical care.

If possible, each participant should have a copy of this book. Note that opinions are positively stated, and instructions are directive. The book does not discuss emotional development and its consequences for the child. Content includes information on feeding, physical growth and development, toilet training, accident prevention, immunization, allergies, temperature, the child's eyes, medications and treatments, etc. A number of sessions should be spent on these areas of child care, without excluding the socio-emotional needs and wants of the child. There are also films to go with the book.

Possible Activities to Reinforce Learning

Participants, in groups, may want to interview counselors, unit heads, camp directors, etc., about their views on issues pertaining to early childhood. Dr. Lee Salk's two books can be taken as a basis for these interviews.

The participants can take a certain attitude regarding parenting as expressed in the books (or any other book) and ask staff members and senior citizens in the camp about their views. Do they agree or disagree? Why?

Each of the chapters (Dr. Salk's books) can be used as the basis for large or small group discussions.

The participants can go into the camp, community, hospital and observe infants and small children (i.e., day care center, babysit for someone, visit a hospital nursery).

Possible speakers to invite in

A psychologist may be invited to speak to the group on the importance of child play, development of speech, learning, etc.

A representative from La Leche may be invited to speak to the group about breast feeding and its merits.

Someone from the Lamaze method of childbirth group may be invited to speak to the group about childbirth. Their movie is also highly recommended; shows a real birth.

A camp nurse can be invited to speak on child diseases, birth defects, the hospital stay, allergies, and general health points regarding child care.

See page 44 for suggestions regarding observation.

About Parents

Parents are the architects of the family. What initially happens in a family is largely the result of actions by the parents. They create a family and establish its rules and ties.

Individuals should be aware of the fact that they create their own living condition. Any turmoil which requires change in the family will therefore be made by all members of the family. Changing of family life patterns cannot take place through change in one person only, but change must be brought about by a serious effort on behalf of all family members.

Since the individual mates are the architects of the family, they should cooperate in the creation of family rules and relationships. A harmonious relationship between the mates before the children are born will help tremendously in the adjustment to family life.

Virginia Satir stresses the importance of one's self-image or self-concept, the clearness of communication in the family; the congruence in feelings of family members regarding family rules (family system), and finally, the importance of the way in which the family relates to the outside world (link to society). (Satir, *Peoplemaking*.)

The following pages suggest some of the roles assigned to parents, and some of the pressures they live under. This material relates to the so-called normal family of mother, father, child.

Role Analysis of Parenthood

A role is a type of behavior that is "expected of you". It is a set way of functioning according to a definite "script". Major roles have to be assigned, identified and performed.

All of us play roles. We play the role of father, husband, friend, son, worker, shopper, etc. In each role we are expected to behave in a certain manner. This behavior follows a set "script", almost similar to a play where the different players know what the others are doing. Thus, a given action may trigger off an entire set of responses that are quite similar, causing people to act in stereotypes.

According to Le Masters (*Parenting in Modern America*) roles of parenthood in America are ambiguous and hard to pin down. He distinguishes several aspects and difficulties to the role of parenting:

1. The role of parents today is not well-defined. Male and female roles have shifted over the past 50 years and have caused a disorganization and diffusion of expectations. Parents are to succeed where even professionals fail.

2. Modern parents are not well prepared for parenting.

3. People have romantic ideas about parenthood.

4. Parental authority has dwindled over the past decades while parent responsibilities have remained the same.

5. Standards for modern day parents are too high because parents are judged by professionals, rather than their peers - by social workers, teachers, doctors, psychologists, psychiatrists.

6. Parents do not choose their children (except in cases of adoption). This means that parents cannot just leave their children, but have responsibility for them, no matter what.

7. There is no traditional model for modern parents to follow. Modern parents have little past to rely on. Old child rearing practices are often ridiculed and labelled inadequate.

8. Parenting as a role does not have great priority in our society. Economics seems to have preference over parenting. For example, companies move employees without regard for their families. In young families, the mother may go out to work for her personal satisfaction. The economic benefits and self-satisfaction of the parents is often seen as more important than taking care of the children.

9. New and additional roles have been assumed by modern parents, particularly the new occupational roles that mothers have taken on.

10. The parental role is one of the few important roles in contemporary America from which one cannot honorably withdraw. It is hard to pull out of parenthood even when one has failed.

See page 45 for further notes on Le Masters.

About the Mother

The role of the American mother has changed significantly over the past decades. Particularly since World War II some writers have emphasized the degeneration of motherhood and portrayed the mother as being "trapped" in motherhood.

Many of these changes are due to urbanization. This has resulted in different life patterns and shifts in power within families. For instance, the modern father may not come home for lunch as the rural area father did. Often the mother is also working or involved in community work. Thus, today the life of the mother is more hectic and busy in different ways than that of women several decades ago.

Mothers today average more education and more equality. The modern mother's roles have expanded. Besides being a mother and homemaker, she is also expected to do many more things, to be aware of community programs, to have knowledge about the latest issues regarding child rearing, to be knowledgeable about nutrition, and so on.

The modern mother is now often also the breadwinner. Many women now hold full-time jobs. Many women manage the family budget and are responsible for most of the purchases that are made in the family.

Thus being a mother in our time is more complex than in earlier times.

About the Father

A shift in power has taken place over the past decades. The father previously was thought of as head of the family. Today the mother is frequently the person responsible for the family, taking on many roles traditionally those of the father. She manages the family budget, makes the major purchases, makes major decisions regarding child rearing, and may be responsible for bringing in money.

Companies often transfer fathers from one community to another, forcing their family to follow, whether or not this move is in the best interest of the family. This happens less frequently for the mother.

Some see a very weak link between the father and his offspring, viewing fatherhood as a cultural arrangement not really necessary to the child. Others see male models as required.

The father is not always prepared to be a parent. For example, he does little role playing as a child (dolls, etc.) and does not usually take home economics classes.

Society's Role

Today's parents are robbed of traditions.

Parents are confused regarding what is right and what is wrong by professionals in magazines, on radio and television telling how children should be reared.

Many institutions and authorities influence children but have no responsibility for the results. For instance, television programs for children often contain violence.

Our society is a society of professionals, so one should do a "professional" job, even in childrearing.

The modern family is becoming smaller. Families with more than four children are rare. Therefore parents cannot afford to make mistakes. If one has only one child and he does not turn out "right", then one has totally failed as a parent. On the other hand, if you have eight children and one does not turn out "right", you still have succeeded with seven others.

Parents feel pressured to turn out children who are not equal, but better than they themselves are. Children are expected to have a higher education, more money, more prestigious jobs, etc.

Suggested Films

Exploring Childhood has developed a series of films showing parents and children and the role each plays.

"Rachel at Home" - 11 minutes, black and white. A white, urban, professional family, including the parents, Rachel - about 5 - and a baby sister.

"Howie at Home" - 13 minutes, black and white. This is a black working class family of parents, Howie and an older sister.

"Oscar at Home" - 10 minutes, black and white. This is a working class Mexican-American family living in Texas. Howie is fourth of 6 children.

These are useful to examine the differing roles played by the different family members, each in a different cultural setting, and to note the ways the parents send messages to their children.

A useful exercise in viewing these films is to divide the group. Assign one group to look at the film from the point of view of the mother's role, the other from the point of view of the father's. Note how each parent reacts to the child and decide what the effect is of the following: education, economics, personal upbringing, pressures from society, peer pressures, awareness of childrearing techniques.

> *"Girl of My Parents"* - 8 minutes, color. Hagit is a 17-year-old who grew up on and still lives in the kibbutz. She discusses her relationships with her parents, her friends, and her boy friend.

Booklet for Distribution

What's a Family? - 16 pages, a scriptographic booklet by Channing L. Bete Co.

UNIT NINE: FOLKLORE ABOUT PARENTING

Folklore: a widely held belief that is not supported by facts. Usually these beliefs romanticize the truth, although in some cases the reverse might be true; reality might not be as bad as the folklore would imply.

Folklore permeates our lives and can be destructive if not recognized for what it is. In parenting, folklore can be missed because it is so close to us. The following are common beliefs. The group will add others.

1. Rearing children is fun. Derived from the notion that children are "cute". The truth is that rearing children is probably the hardest, and most thankless job in the world. No intelligent father or mother would deny that it is exciting, as well as interesting, but to call it "fun" is a serious error.

2. Children are sweet and cute. They are cute at times, but this hardly exhausts the subject, or adjectives to describe children when they are not cute.

3. Children will turn out well if they have "good" parents. One would like to believe this, but it is not always true. Parents cannot guarantee happiness and success for the children. Children and society are too complex to have "quality control."

4. Girls are harder to rear than boys. American parents have worried more about their daughters than sons. This is misplaced worry, because there is evidence that young males get into as much trouble as young females, perhaps of a different order.

5. Today's parents are not as good as yesterday's. Cannot be proven or disproven. The standards for parents have been raised and also the world is much more complex than yesterday. Romanticizing the past is a disservice to modern parents.

6. Childrearing today is easier because of modern medicine, modern appliances, child psychology, etc. Diaper service and dishwashers are a plus for those who can afford them. But mothers are often under greater tension since they have become cab drivers, getting their children from one place to another, running PTA, helping husbands, holding full and part time jobs. Modern medicine and psychology have made us more aware of the things that can go wrong, and thus placed additional pressures upon parents.

7. Today's children really appreciate all the advantages their parents are able to give them. The reverse seems to be true. Children often view these things as their rights and not something to be thankful for. When parents cannot deliver the goods they feel guilty.

8. The hard work of rearing children is justified by the fact that we are going to make a better world. Nice for those who believe it.

9. Children will not get into trouble if they have been told the facts of life. Many parents assume sex to be a cold, calculating act and disregard passion and seduction. Much human sexual behavior is nonrational and only partly intellectually controlled.

10. There are no bad children, only bad parents. One of the most destructive bits of folklore that exists. Other factors which affect the child's destiny include: genetics, members of extended family, playmates, teachers, youth peer group, etc.

11. Two parents are necessary to rear children successfully. Nice to have a father and a mother to rear the child, but not absolutely necessary.

12. Modern behavioral science has been helpful to parents. The modern sciences have contributed to greater confusion in parents and become the basis of much guilt in parents about their performance, at the same time help has been given.

13. Love is enough to sustain good parental performance. Love is not enough, for it must be sustained and guided by knowledge, insight and self-control on the part of the parent. No amount of scientific or professional knowledge about child development will do parents any good unless it is mixed with love for the child and acceptance of the parental role.

14. All married couples should have children. After WW II there was great pressure to have children. Trend changing now - in fact, some groups have organized to resist such pressures.

15. Childless couples are frustrated and unhappy. May be evident from parents who are applying to adopt a child. Couples with or without children are equally happy.

16. Children improve a marriage. There is evidence that children can stabilize marriages, but it is not clear that this is the same as improving them. Children can deepen and enrich lives; they can also bring conflict.

17. Parents are mature and grown up. The marked increase in teenage parents belies this.

18. Parents and parents because they wanted to be. Not always true. About one-third of pregnancies in the early 1970's were unplanned.

19. Parenthood receives top priority in our society. Parenting is often secondary to social roles in jobs. "My husband would have made a wonderful father, but he was never home when the children were young."

20. American parents can be studied without interviewing fathers. No father interviews means no adequate study.

"Did you know that accidents hurt and kill more children than the next six leading causes of death combined? Most of them happen right in the home - in front of your nose, or behind your back." (*Child Care*, ROCOM press, 1973, p. 55).

"Environmental modification is used more with infants and small children than with older children because, as kids get older, parents start relying more on verbal methods, especially those that "put down" a child or threaten him with parental power; they neglect environmental modification and try to talk the child out of unacceptable behavior. This is unfortunate, since environmental modification is often very simple and extremely effective with children of all ages." (*P.E.T.*, Thomas Gordon, p. 139).

Accidents can be prevented in many cases merely by modifying the environment. Similarly, the modified environment can prevent many behavior problems. Accidents occur at all ages. Thus, the parent should have preventive measures in mind when organizing the house for his youngsters. Prevention should take place BEFORE the accident has happened.

A child who cannot reach a certain chemical cannot be poisoned by it, and the child who has been taught how to use various pieces of apparatus around the house will be able to use them properly.

Eight Ways to Modify the Environment (as suggested by Thomas Gordon)

1. Enrichment: Providing interesting material will enable the child to be engrossed in interesting activities instead of "bugging" the parents.

2. Impoverishment: A stepping-down of stimulation, particularly before going to bed.

3. Simplification: When things are too hard for the child he will ask the parents for assistance, which may turn into unacceptable behavior. When the child is in an environment that can easily be manipulated by him, he will encounter less frustration.

4. Limiting the child's space: Space can be limited by fencing in backyards, playpens, play areas in the home, etc. This will eliminate safety problems (running into the street) and potential behavior problems (making a mess in a designated area).

5. Child-proofing the environment: The removal of all dangerous sharp, poisonous materials out of reach of the young child. This also includes all areas where a child may fall, get hurt (e.g., bathtub) and so on.

6. Substituting one activity for another: Gordon gives the example of providing the child with a dull knife when he wants to play with a sharp one. The alternative will enable the child to continue the intended activity but in a safer or more acceptable manner.

7. Preparing the child for changes in the environment: Giving the child advance notice of things that are going to occur (going on vacation, to the doctor, etc.)

8. Planning ahead with older children: Teenagers need adequate space for personal possessions and they need privacy. Parents should recognize these needs and plan ahead with the children to solve them.

Accident Prevention Areas

1. Sleeping: crib slats, blanket, pillows, plastic bags.
2. An infant's fondness for small objects and for putting them in the mouth.
3. With walking the child may fall downstairs, climb on furniture, walk in a slippery bathtub, go out of doors.
4. Poisons: keep safely stored and out of reach. Little children may drink them - household cleansers, pest control, medications, etc.
5. Sharp objects, broken glass, china, knives, tools, scissors, sticks.
6. Painting supplies, turpentine. Old paint may contain lead which is a poison.
7. Medicine cabinets should be securely fastened and out of reach.
8. When cooking or working on the stove, the handles of the pans should be turned out of reach.
9. Electric outlets should be covered.
10. Ladders are not for young climbers.
11. Matches, open fires, hot irons, firecrackers.
12. Hunting equipment.

Try This Exercise

Divide the group into smaller groups of 3 or 4. Have each group make a list of any accident prevention methods for:

1. Inside the home
2. Outside the home
3. In the car
4. At the camp

A cumulative list of each area may be made and displayed.

A more sophisticated list can be made for children of different ages since a toddler needs a different type of accident prevention than the 10-year-old child. Suggested age levels: infant, toddler, preschooler, early school age, junior school age, teenagers.

Another Exercise

Divide the group into smaller groups of 3 or 4. Have each group make a list of the means to modify the environment, according to the eight ways listed by Thomas Gordon, or their own formulation.

Again, a cumulative list may be made. Each group can work on different aspects and ideas which then can be reported to the large group.

Useful Printed Material

Safety is No Accident - pamphlet from Health Series of Prudential Insurance Co.

Family Living Skill Book - Boy Scouts of America, North Brunswick, NJ.

First Aid Skill Book - Boy Scouts of America

Human Survival Training - from Help-A-Kid Program, Boys' Clubs of America, 771 First Avenue, New York, NY 10017.

"Accident Prevention", chapter in *Child Care*, a publication of ROCOM Press, available from Sutherland Learning Associates, Los Angeles, CA.

Useful Film

"Accident Prevention" - Parentaid film from ROCOM.

What do parents do when they are unduly pressured, when life does not go as they had planned, when they have unmet needs? Some parents take it out on the children.

What do parents do when a child misbehaves? Some parents use too much force in correcting that behavior.

What do parents do when a small child seemingly is untrainable? Some parents set up impossible-to-win conflicts with the small one.

Parents who abuse their children generally do not set out to do so. More often, they do not know how to cope with the situation. They may not know what a young child is physically able to do. They may be raising their child the way they were raised.

This subject area can be difficult for the group to handle, particularly if they have been abused, or if their family or a friend's family are abusers.

Showing a film may objectify the subject: *"Teacher, Lester Bit Me"* shows the frustrations that can overcome a preschool teacher which could result in stress. *"Broken Eggs"* also shows stress when the teacher's prized eggs are broken in a classroom incident.

The group can discuss ways to recognize internal stress and how to deal with this.

A film discussing actual case histories will help identify more specific causes and effects in child abuse. *"Fragile: Handle With Care"* shows parents whose infant has died following injury; a three-year-old boy and his parents - the father has "overdisciplined"; a 7 or 8-year-old girl and her mother who seeks help. This is a well-presented, non-dramatic, forceful film.

For a group wanting a more in-depth look at child abuse, a case record is excellent. *A Case Study of Family Stress* is a conversation of a mother with her doctor and social worker. The text is in a booklet, *Under Stress: Keeping Children Safe.* This should be read by the leader to be sure the record is suitable for the group.

An Exercise

Go back to Unit Two and repeat the relaxation exercises. This will help the group learn to recognize stress building up in themselves, whether deliberately or unconsciously.

Another Exercise

Ask the group to

define child abuse
describe a child abuser
list causes of child abuse: at home; in the community
suggest what they can do about abuse individually
develop a plan for how to deal with child abuse

Resources

COMMUNITY:

Parents Anonymous may have a local chapter. They will send a speaker who is anonymous and who has been a child abuser.

Local authority responsible for child abuse cases. This will be either in the health department or in the welfare department. The law requires that all child abuse be reported.

FILMS:

"Teacher, Lester Bit Me"- 9 minutes, color, animated.

"Broken Eggs" - 10 minutes, color.

Both from Education Development Center, or ask to borrow from WCSSD, Territorial Headquarters, The Salvation Army.

"Fragile: Handle With Care" - 20 minutes, color.

Rent, buy, or borrow from International Order of Foresters, 100 Border Ave, Suite B, Solana Beach, CA 92078.

RECORD and BOOKLET:

A Case Study of Family Stress and *Under Stress: Keeping Children Safe* from Education Development Center.

The cost of building a family comes as a shock to the uninitiated. The group may want to devote a bloc of time to looking at costs for getting married, establishing a home, having a baby, and rearing a young child.

The participants may be each assigned to the male or female role, then told to gather factual data. They should go to supermarkets, department stores, etc., and comparison-shop; they should visit, talk with, and observe couples with children. They should study the Help Wanted sections of newspapers, find a job for which they are qualified and use the salary for that job as the basis for their budgets. Realism should be stressed, current prices used.

Stage I - Getting Married

The group is divided into pairs. Each couple then prepares themselves for marriage, investigating all the civil requirements for marriage.

What forms are needed in the state? What documents have to be obtained? What type of registration? What sort of marriage ceremony would they prefer? What are the fees and document costs? Where will they go on their honeymoon? What will be the cost of transportation, hotel, meals, etc.? A travel agent can provide this information.

Stage II - Getting a Job

Should only one spouse work? Which one? Should they both work? Whatever their decision, employment must be in harmony with their age, educational level, their experience and interests. In other words, the job or jobs "accepted" should correspond with employment they could secure and hold in real life.

Some points to consider:

a. the type of job

b. the location of the job

c. transportation to and from work

d. prospects for the future: chances for promotion? Good possibility for a raise in salary?

e. potential satisfactions

Stage III - Planning for Living

With employment secured for one or both partners, they now look for a place to live. The housing they find must be appropriate to their income. They should investigate rents in different sections of the city or suburb, and decide where they can afford to live.

They will need furniture for their new home. They should make field trips to look at furniture, decide how they would want to furnish their home, and if they can afford what they want, then select the furniture and necessary accessories (lamps, rugs, bedding, bookcases, etc.)

They can learn about the cost of food by going to the market and recording the prices of what they would buy for a one-week supply of groceries. The weekly food cost will have to be fitted into their budget.

The cost of a telephone, of electricity, cleaning, laundry, must be computed.

What other large purchases, such as a car, will they have to make?

They should consider the kind of entertainment they prefer and its cost.

After due consideration of all their costs, they prepare a budget related to their projected income.

Stage IV - Having a Baby

PRENATAL PREPARATIONS - Shopping lists now take into account the diet of the mother. Maternity clothes will be needed. Decisions will have to be made regarding obstetrician, pediatrician, family doctor, hospital, clinic - the costs and transportation.

Will they take childbirth education classes or equivalent instructional courses?

PREPARING THE HOUSE - What furniture must be purchased for the child? Crib, change table, dresser(s), potty chair, high chair, humidifier? At what cost? Is there enough room in the house to add these?

BABY CLOTHES - A layette has to be planned and purchased. What is the cost? A baby quickly outgrows clothes. How much do baby clothes cost? At six months? At a year?

OTHER NECESSITIES - A decision will have to be made re diapering. Should you use a diaper service, disposable diapers, or wash them yourself? Is there a washer available?

Needed also are baby ointments, powders, shampoo, diaper-bag, baby carriage, stroller, car seat, etc.

FOOD: Three sets of menus should be planned by age levels:

0 - 4 mos.

4 - 8 mos.

8 - 12 mos.

Are these different with breast feeding?

MEDICAL CARE - The cost of medical care should be investigated. What does it cost to visit the doctor? What are hospital costs? What medical insurance coverage is available and at what cost? What is the cost of immunization? What vitamins should be taken? What do the vitamins cost? Should the couple entrust the care of the baby to pediatrician or family doctor?

A field trip to the local hospital may be considered. It may be possible to arrange for the participants to attend a hospital-sponsored prenatal class lesson, visit the nursery, talk with a pediatrician, obstetrician, or a new mother.

ENRICHMENT OF THE CHILD'S ENVIRONMENT - The baby will need toys and books, which change as the child grows older. What are these and what do they cost for ages:

0 - 6 mos.

6 - 12 mos.

12 - 18 mos.

18 - 24 mos.

2 - 4 years

ENRICHING THE PARENTS' ENVIRONMENT - The parents will also want books about parenthood, childbearing, child rearing, child care. Select these for the first six years of the child's life.

APPENDICES

AWARENESS ACTIVITIES

1. Awareness of Each Other

a. ZIP-ZAP (Know Your Neighbor):

All form a circle. The leader instructs all to learn the names of the persons to their right and left. When he points to a person and says "Zip", that person must give the name of the neighbor on the left before the leader counts to 10. When the leader says "Zap", the name of the neighbor to the right is given: "Zonk" is said to get the person to tell his name. If the person fails to give the proper name by the count of 10, he must go into the circle.

b. BALL TOSSING GAME:

Each person will say the name of the person who threw the ball to him, the name of the person to whom he is passing the ball, and a name for the ball. For example: "I just received a cloud from Tom; my name is Jane; I'm passing a snail to Sue."

2. Awareness of Our Group

a. BIRTHDAY LINE:

No equipment. Object: the members of the group must arrange themselves according to month and day of birth, without talking.

b. HEIGHT LINE:

Equipment: a blindfold for each member of the group. Object: the blindfolded members of the group will arrange themselves according to height without talking.

c. MONSTER:

No equipment. Object: Using 1/3 of the total number of legs of the group, and ½ the total number of hands, the members of the group will form a monster than can move 20 feet. All members must be used and the monster must have all parts connected. After the creation of the moving monster, race with other groups.

d. BEAR CLAW:

Equipment: A wall or tree for support; masking tape. Object: The group will build the tallest bear possible and mark this height with a piece of masking tape. Challenge other groups to beat the claw mark.

e. BOMB:

No equipment. Object: Two children connected by locked elbows are the bomb. They will explode if they move their feet, if they are pulled apart or if anyone talks. The remaining group members must move the "bomb" 20 feet to deactivate it.

THE UNDERLYING CONCEPT OF TRANSACTIONAL ANALYSIS

AS RELATED TO THE ONTOGENESIS OF THE SELF

(For more detailed information, see Thomas Harris, *I'm OK, You're OK*)

William Penfield implanted electrodes in the brain and found that electrical stimulation of the brain resulted in vivid recollections by his patients. The evoked recollections were precise and included all events and the accompanying feelings associated with them. All occurrences in life seem to be recorded and stored in the brain. Events and feelings seem inextricably locked together. Recollections were specific and not generalizations or mixtures of events.

When the brain was electrically stimulated, intense recollections of single events were relived in a spontaneous manner. Many of the events had been "forgotten" by the patient before the surgery took place. Harris distinguishes between reliving and remembering. Reliving includes the spontaneous involuntary feelings that go with the recalled event, while remembering is paired with a conscious and voluntary feeling about the recollection.

The brain functions as a high quality tape recorder. Every event is stored and patterns are laid down in temporal succession.

Transactional analysis views the transaction as the basic unit of social intercourse. The transaction has two aspects: (1) the transactional stimulus; (2) the transactional response.

Transactional analysis (TA) makes the assumption that three basic states exist in all people: Child, Parent, and Adult.

The Child

The concept of the Child refers to the emotional recordings of internal events and responses in the brain - the emotions that accompany smallness and helplessness or inadequacy. It is this "seeing and hearing and feeling and understanding" body of data which we define as the Child. Since the little person has no vocabulary during the most critical of his early experiences, most of his reactions are feelings. (Harris, p. 48). And negative feelings about himself are created because of his incapability.

On one hand there is an urge to explore, to be creative and impulsive; on the other hand there is the environment making demands which often result in negative feelings and frustration.

The Parent

The concept of the Parent refers to the huge collection of recordings in the brain of unquestioned or imposed external events which were perceived by a person in the early years (first 5 years of life). Usually these were provided by the real parents or parent substitutes.

The brain has taken in this data without editing it. All admonitions, rules and laws of the parents, early verbal and non-verbal communication, pleasant or unpleasant, are recorded as "truths". The examples furnished by parents in the early years are internalized with the possibility of replay. All inconsistencies of the parent rules are recorded.

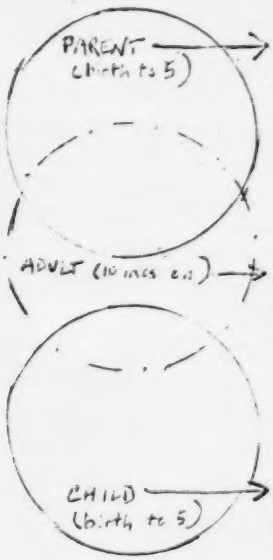
Parent data in the brain refers to Never, Always, Never-Forget-That type statements (imperatives).

The Adult

The adult concept in the individual begins to develop around 10 months of age when real locomotion begins. The Adult refers to one's own self-concept and the awareness of one's original thoughts. Initially it is very fragile and tentative, but becomes stronger as time goes on.

The Adult concept refers to self-actualization. Adult data accumulates as a result of the child's ability to find out for himself what is different about life from the "taught concept" of life in his Parent and the "felt concept" in his Child. The Adult develops a "thought concept" based on data gathering and data processing. (Harris, p. 51).

The function of the Adult is to examine and process data. Discrepancies between what is taught and actually experienced are noticed. The Adult examines data from the Child and Parent to see if they still hold for the present or if they are untrue.



Recording of external events; "TAUGHT" concept of life.

Recording of data acquired through exploration and testing; "THOUGHT" concept of life.

Recording of internal events; "FELT" concept of life.

Gradual emergence of the Adult begins at 10 months old (Harris, p. 52).

Four Life Positions - Unconscious and Based on Feelings

1. I'M NOT OK - YOU'RE OK:

   This is a logical position in early childhood since the child depends totally upon others during this period. The child learns attitudes about himself from his parents. Child feels he is no good, but others can do things better than he can. This can, of course, continue into adult life. This may call for a withdrawal from life since everyone else is better than the individual. (Suicide or institutionalization are extreme examples.)

2. I'M NOT OK - YOU'RE NOT OK:

   This may develop after Stage 1 if stroking ceases (Stroking: term for handling, caressing, comforting someone else. The giving of good feelings.) Comforting situations no longer occur for the child and he will give up, since no one seems to care. He feels as if he is not worth anything, and similarly, no one else is good enough either. The autistic child is the extreme example of this life position.

3. I'M OK - YOU'RE NOT OK:

   This is the child who is brutalized by his parents (child abusers). The OK position is obtained through self-stroking during the second and third years. The battered child has to stroke himself in order to overcome his feelings of discomfort. Self-comforting has only occurred. This leads ultimately to a life position where the attitude is "I'll be OK if you leave me alone." The child has seen to ness and knows how to be tough. It is all "their fault." This is basically the criminal's position.

4. I'M OK - YOU'RE OK:

   This is a conscious and verbal position. It is based on thought, faith and the "wager of action." "Fortunate are the children who are helped early in life to find they are OK by repeated exposure to situations in which they can prove to themselves their own worth and the worth of others. Unfortunately, the most common position, shared by 'successful' and 'unsuccessful' persons alike, is the I'M NOT OK - YOU'RE OK position." (Harris, pp. 74 - 75). This last position is based on thought and is a true position in life. The first three positions are based on emotions and are unconscious.

Ontogenesis of Self-Esteem

Coopersmith in a book called *The Antecedents of Self-Esteem* (Freeman; San Francisco, 1967) related that the origins for self-esteem lie in early childhood. Parents who set firm limits for their children's behavior in an atmosphere of warmth, concern and mutual respect, raised children who at the ages of 10 or 12 were high in self-esteem. That is, they were self-confident, optimistic, and relatively free from anxiety.

Low self-esteem is usually related to reactions to failure, one's social persuasibility and to the period of time it takes someone to complete a given task.

From birth on a child has certain needs that are to be catered to and developed. Among them are:

- the need to feel physically comfortable
- the need to have continuity in relationships
- the need to learn how to influence others
- the need to learn to predict responses by others
- the need to structure the world.

A masterful individual is the result of parenting where:

- developmental growth has been validated.
- the child has been taught to take care of himself.
- a developmental stage is recognized (according to age, need, readiness).
- the child is taught that he is not the center of the word; this is done in a loving manner and NOT through uncritical approval.

A child who is not masterful is the result of parenting where:

- the parents failed to see the child's ability.
- the parents provided conflicting validation of the child's actions (result of different expectations by both parents).
- self-esteem was not enhanced through validating by the parents.

Self-Perception

When a child is born, he does not make a distinction between himself and the things around him. His self-perception is achieved through growth and experience. There are four aspects to this.

1. PERCEIVING SELF AS AN AGENT

   Where the child feels responsible for his own acts, achievements, etc. and can blame himself for his own failures.

2. PERCEIVING SELF AS CONTINUOUS

   The outside observer views a person as being the same from day to day, but a person's identity is made up of his updated memories. An individual's identity changes with the additional information that he gathers. (See Pennfield in *I'm OK, You're OK.*)

3. PERCEIVING SELF IN RELATION TO OTHERS

One's self-perception is highly influenced by others. One's self-validation is obtained through the interaction with others. Acceptance, rejection, criticism and other social interactions all contribute to self-perception.

4. PERCEIVING SELF AS THE EMBODIMENT OF VALUES AND GOALS

A system of values and attitudes is built around situations that are goal directed; that can stir up feelings of self-degradation on the other hand.

Self-Actualization - Ideas of Maslow

Although Maslow's scheme of self-actualization refers to the area of motivation, his ideas can be related to parenting and the treatment of children.

Maslow starts from the assumption that motivation is based on reduction of tension. The organism, animal or human, has a need which creates tension, and this tension needs to be eased. The drive to reduce this tension is motivation.

Maslow holds that every person has a need for self-actualization, but in order to fulfill this need, lower needs have to be fulfilled first. Thus, he conceptualizes five levels of need, arranged from lower to higher needs. A lower need is an indication that it appears earlier in the developmental process and is more closely linked to biological necessities. Maslow stresses that the "lower" needs have to be sufficiently taken care of before an individual can focus his attention on a "higher" need. Maslow categorizes five needs, arranged from lower to higher:

1. Physiological needs - hunger, thirst

2. Safety needs - security, stability

3. Belongingness and love needs - affection, identification

4. Esteem needs - prestige, self-respect

5. Self-actualization need

The above needs are not separate entities, but overlap considerably. However, a higher level need cannot be completely met unless the lower needs are adequately met. For example, a chronically hungry person will not be overly concerned about beauty and good taste. A soldier in the midst of a fierce battle will not worry about the beauty of the landscape or the aesthetic value of an object, since his need for safety and security is far more important at that particular time. Similarly, people will abandon safety when they are sufficiently hungry.

As related to parenting, levels of need correspond to the order in which parents should take care of their children. That is, the physiological needs must be taken care of before affection and identification can sufficiently take place. A child will not be interested in learning when he is hungry. A child will have difficulty establishing significant self-respect when he does not receive sufficient evidence and feelings of affection and love.

Maslow holds that a natural course of development exists, but that something can go wrong when there is insufficient gratification of needs at any given level. The next higher need may then be prevented from full emergence, and the highest level may never appear.

Article by Nathan Ackerman from *Marriage: For and Against*, Hart Publishing Co., New York, 1972. (pp. 10 - 28):

"Thus, the malady of the modern family shows in several ways:

1. A lack of consensus on values.
2. A pervasive sense of powerlessness.
3. Chronic immaturity with inability to assume effective responsibility.
4. Discontinuity and incongruity in the relations between family and society. (p. 17)

"Common manifestations of marital disorders are:

1. Failure of reciprocal satisfaction; attitude of what is there in it for me? (Get-aspect)
2. Competitiveness; vicious cycle of bickering and blaming.
3. Conflict and hostility.
4. Defective problem solving.

In the study and treatment of emotionally disabled families, one observes that alienation and emotional disturbance in one member of the marital pair predictably lead to similar trends in the other. It is not only that the 'sick marry the sick'; it is also true that the sick make each other sicker." (pp. 21 - 22)

Article by William J. Lederer from *Marriage: For and Against*. (pp. 134 - 152):

"Why do marriages go astray?

1. The wrong people marry each other.

   a. Backgrounds and tastes should be as similar as possible, thus fewer decisions to make and less to argue about.

   b. Differences in taste are often seen as 'the other is superior to me.'

   c. During courtship, partners try to please each other (behavioral fraud at times) but not to argue. The result is that partners are unaware of each other's tastes and opinions, particularly regarding differences.

   d. The highest probability for a long-lasting marriage is when the two partners have played together as children, lived close by, are about the same age, are of similar economic, occupational, professional backgrounds, of the same religion, of similar cultural background (e.g., ancestry from the same country.)

2. People marry for the wrong reasons.

   a. People think they marry because they are 'in love.' Wrong. It is more because of 'romance' and physical attraction. Courtship felt 'good' and they want to continue the 'good' feelings. This is often based on a get-relationship only.

b. Differences in the other are not considered seriously, or are viewed as minor problems. 'He will change after we get married,' or 'She will change after we get married.' The expected change usually does not occur.

c. If people had realistic goals in mind when considering marrige, they would be more careful in selecting mates. If they picked their spouses with the same reason and care they choose a horse. a car or a business partner, the chances are the divorce rate would diminish.

3. The rituals, customs and laws of marriage are medieval.

a. Used to be a male-dominated society during the Middle Ages in which the father, mother and children worked together.

b. From at least the age of 5 each family member is now separated from the others.

c. Greatly diverse interests exist between family members.

d. The wife often feels 'stuck' with the children at home. Feels as if she is a slave with no free time or with no opportunities to enjoy a profession.

e. Often the family is uprooted because a company moves the father. The rest of the family is not considered in these moves. In certain professions people are transferred very often, and uprooted often, and little stability is achieved for the rest of the family. When the company is more important than the family, family life is undermined (a matter of economics). Most of the moving-about occurs at the very time a father is most needed by the family (with young children). Older employees whose children are grown do not move as frequently as younger, ambitious men. For the sake of the family, this should be the other way around.

f. The present rituals and customs seem antiquated. For example, bridal showers, bachelor parties, and other endless festivities which come before the wedding usually leave the bride and groom exhausted. Their wedding night often fizzles. Because of their wariness and tenseness, the bride and groom suffer from a high degree of irritation and bad judgment. They often are unable to adjust to what now has become an involuntary relationship. Eight percent of all brides think of their honeymoon as a traumatic tragedy.(pp. 144 - 145)

The person with low self-esteem has high hopes for the other to provide what he himself lacks. However, this may be reciprocal when both partners have unrealistically high hopes for each other. During courtship the plus points are enhanced. Attention is given to the other, which is felt as pleasing. Being "in love" also enhances one's self-esteem and clouds one's self-perception. Often one tries to present oneself as better, or different, than one really is.

The above data is the basis for potential marital problems: Partners, here, are out to "get" by marrying; the other's self-esteem is needed (or society's approval); the other is expected to possess qualities that he himself is lacking (high expectations, often unrealistically high.); the other may be viewed as an extension of oneself, rather than a separate person with different feelings, opinions, qualities; one might marry to get an omnipotent, omniscient, selfless "good" parent in the partner , or just to avoid the "bad" parent.

GENETICS

Genetics, a branch of biology, is the study of the physical characteristics of an organism (plant, animal, man) and how these characteristics are related to the parents. An organism does not live in a vacuum but in an environment which exerts an influence on it. In the past philosophers have argued whether genetics or environment has the greater influence on man. Now it is generally agreed that man's behavior is derived from the interaction of genetics with the environment. In other words, a child is born with a certain potential, but it is the environment that enables the child to fully develop this potential. (See, for instance, the Harlow studies of Rhesus monkeys separated from their mothers and given mother surrogates. Electrically-responding mother surrogates provided food but not comfort. Mother surrogates made of terry cloth supplied more comfort to the baby monkeys. The monkeys deprived of mother comforting as babies grew up to be disturbed adult monkeys. See also Maslow's hierarchy of needs.)

Today scientists are attempting to determine what limitations heredity imposes on an organism, what changes can be imposed by environment, when favorable and when deprived.

Principles of Genetics

The principles of inheritance from parents can best be illustrated by their child. The child does and does not resemble the parents. The dissimilarities have been an aid to scientists in determining genetic principles.

Phenotype: The observable characteristics of the individual, what actually can be seen in his appearance, behavior, etc.

Genotype: The genetic constitution of the individual but not necessarily observable. This is the individual's potential.

The Individual Begins

A person begins when a sperm cell from the father penetrates the ovum (egg) wall of the mother and fertilizes it.

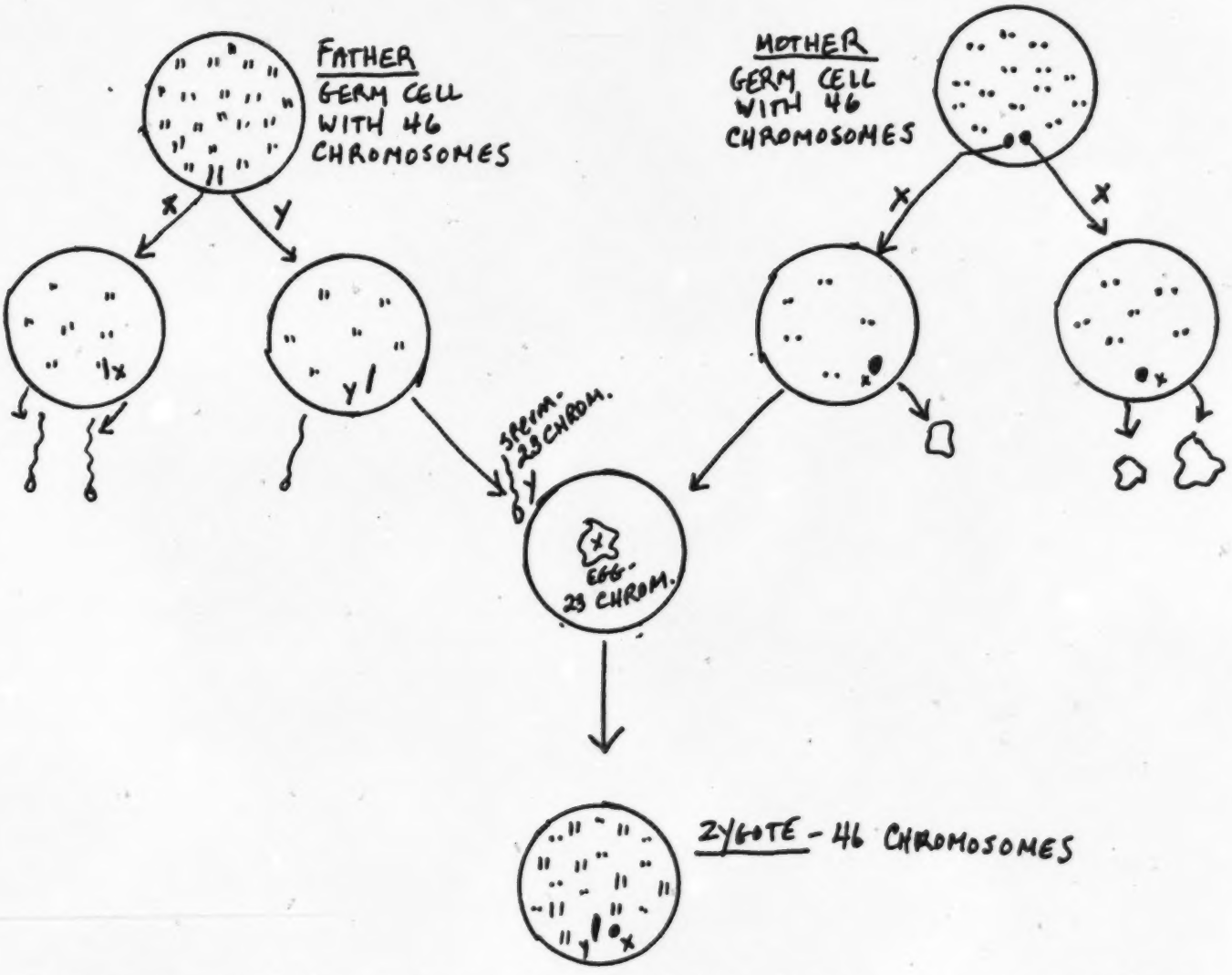
The human sperm contains 23 chromosomes, which are microscopically small particles. Each chromosome is composed of many individual determiners of heredity, genes. Genes occur in pairs. Thus the human paired chromosomes are made up of 23 pairs (total of 46 chromosomes). Each chromosome can contain 1,000 or more genes, which means that the father can make any one of 8,000,000 chromosome patterns. The mohter, too, is capable of making any one of 8,000,000 genetic patterns. Combined, the potential is 60 trillion possible variations. Therefore, with the exception of monozygotic (identical) twins who developed from the same fertilized egg, no two people in the world are exactly alike genetically.

Each chromosome carries many sets of DNA (deoxyribose nucleic acid). Sets of DNA make up the genes. These are the determiners of inherited characteristics and containe the genetic code for the development of the organism. Its structure is that of a double helix (spiral). DNA is made up of four organic substances and

it is their arrangement which forms the code. The DNA somehow directs the formation of amino acids which in turn form the proteins that are the base of the cellular processes from which the organism is constructed, and by which it is controlled.

The process of protein formation is achieved through RNA (ribonucleic acid), which exists in several forms. Messenger RNA synthesizes in the nucleus of the cell and then leaves it. Transfer RNA recognizes the code carried by messenger RNA and combines with amino acids in the sequence dictated by the messenger. In this way chains of protein are formed.

CELL DIVISION AND FERTILIZATION



The chromosomes which determine sex are called X and Y, and also come in pairs. To form a male, an X and a Y are paired; for a female, the combination is XX. The zygote here is XY, therefore a male. Note the father can provide either an X or a Y, but the mother can only provide X chromosomes; the child's sex is always determined by the father.

PRACTICAL ASSIGNMENTS IN OBSERVATION

Assign each participant to a specific counselor. The participant should observe the children, choose one special child, and note the interaction taking place between this child, his peers and the counselor. More interaction will take place if an active child, or one with problems is chosen.

The following points may be kept in mind while doing this exercise:

1. How does the child relate to his peers?
2. Describe the interactions with his peers?
3. Are there any "set" type of responses in his behavior?
4. How does the child relate to his counselor?
5. How does the counselor relate to him?
6. Does the child do anything to catch other people's attention? Who? What?
7. How does the child/group deal with tension and disagreement?
8. Do you agree with the counselor's handling of specific actions? Describe.
9. Did you see instances where you thought "your" child was in the right, and treated wrongly? What was the situation? How did it come about? Why did others respond in their particular way?
10. How does the child seem to feel about the group?
11. How do the other children seem to feel about this child?
12. How does the counselor seem to feel about this child?

"Thus like all families, we had our problems to consider and our decisions to make. I am neither certain of the correctness of the policies I have adopted nor ashamed of any mistakes I might have made.

One has only one life to live, and THERE IS NOT TIME ENOUGH IN WHICH TO MASTER THE ART OF BEING A PARENT." (Norbert Wiener)

Sociological Factors Affecting Parents

1. Rate of social change.

2. Decelerating rate of socialization of the parent in contrast to that of the child.
   Social change is so rapid, and so deep, that the new generation does not learn the same things the parents learned.

3. A combination of physiological and psychological differences between parent and child.

4. Adult realism versus youthful idealism.
   Adults tend to compromise their ideals or they have become cynical about them. Youths notice that the taught ideals are not taken seriously by the parents - widening of the gap may then occur.

5. The nature of parental authority.
   Usually authority touches only one aspect of life, but parental authority touches the total life span.

6. Conflicting norms.
   Children can easily challenge parents on what is good or bad.

7. Competing authorities.
   Parents are not the only source of wisdom: schools, peers are all in competition with the parents.

8. Poor age grading.
   When is one considered an adult? 12 for movies, 16 for driving, 18 - draft...

9. Concentration within the small family.
   An intensification of authority within smaller groups than with larger family groups, adding to tension. Smaller families also result in shrinking margin of error for parents.

10. Vertical social mobility.
    The child may take a social position quite different from his parents. Therefore, parents do not know for what set of roles they are preparing their child.

11. Sexuality tensions.

Starter Questions

1. What is a "good" parent?
2. What is the goal of child rearing?
3. When should children be punished?
4. What type of punishment is appropriate?
5. Would different forms of punishment apply for different ages?
6. Is child rearing through punishment an effective method? Are there alternative methods of disciplining a child?
7. What is the child's reaction to punishment?
8. Should "fear" be used as a child rearing method?
9. In what sort of ways are children "bribed" to do what their parents want them to do? Do you agree with these methods?
10. Should one parent or both parents have full authority over the children? Who should make the decisions regarding child rearing in a family?
11. What should parents do when they don't agree with what the school does regarding their child's education?
12. Is it true that there are only bad parents and no bad children?
13. Are bad children the result of bad parents?
14. Is it true that the first few years in life determine the rest of a child's life?
15. Are parents as bad as they are portrayed in the mass media?
16. Should children have everything they want?
17. Why is there such a rise in juvenile delinquency today?
18. Agree/disagree: "Children should be seen, not heard."
19. Agree/disagree: A child's play is a waste of time.
20. In what ways does a parent show a child that the child is loved? (Verbal and non-verbal)
21. How important is a father's attention to his children?
22. Does quarreling between the parents affect the child?

23. Can parents enhance or lessen a child's intelligence? How, or why not?

24. Will two children who are reared in the same family be reared in an identical manner? Will twins?

25. Can you hide your feelings from children?

26. Is it good to show emotions to children? All emotions?

27. Parenting - hobby or commitment?

28. "Human survival training" - (Salk, *Preparing for Parenthood*, pp. 32 - 34) - what should this include?

Quotes for Discussion

"Clearly, if adult personality is markedly influenced by an individual's earliest experiences, we should concentrate preventive efforts on the very young. While most professionals in the mental health field recognize this, relatively little effort is directed toward assisting those who are primarily responsible for the personality development of infants and young children - their parents." (Dr. Lee Salk in *What Every Child Would Like His Parents to Know*, p. 12)

"In the first place, there is abundant evidence that deprivation can have adverse effects on the development of children - (a) during the period of separation; (b) during the period immediately after restoration to maternal care; (c) in at least a small proportion of cases, permanently. The fact that some children seem to escape is of no consequence. The same is true of children drink tubercule-infected milk or are exposed to the virus of infantile paralysis." (John Bowlby in *Child Care and the Growth of Love*, p. 53)

"To me it is a tragedy that one of the potentially most intimate and satisfying relationships in life so often creates bad blood. Why do so many adolescents come to see their parents as 'the enemy'? Why is the generation gap so prevalent in homes today? Why are parents and youth in our society literally at war with each other?" (Gordon Thomas in *Preparing for Parenthood*, p. 8)

"No parent wakes up in the morning planning to make his child's life miserable. No mother says to herself, 'Today I'll yell, nag, and humiliate my child whenever possible.' On the contrary. In the morning many mothers resolve: 'This is going to be a peaceful day. No yelling, no arguing, and no fighting.' Yet, in spite of good intentions, the unwanted war breaks out again. Once more we find ourselves saying things we do not mean, in a tone we do not like." (Haim Ginott in *Between Parent and Child*, p. xiii)

"Among the most significant developments of psychiatry during the past quarter of a century has been the steady growth of evidence that the quality of the parental care which a child receives in his earliest years is of vital importance for his future mental health." (John Bowlby in *Child Care and the Growth of Love*, p. 13)

"The best way to help children is to help parents. If parents do not like what their children do, it is not the children alone who must change. If Johnnie is a hot potato, he is not going to cool off by being thrown from expert to expert, unless something is done about the oven at home...experts cannot do the job parents can." (Thomas Harris in *I'm OK, You're OK*, p. 172)

"In order to become a foster parent or to adopt a child, prospective parents must undergo a critical screening under the examination of professionals and paraprofessionals. However, anyone, no matter how low the qualifications or intentions, can become a parent.

Parents are blamed, not trained. Millions of new mothers and fathers take on a job each year that ranks among the most difficult anyone can have, taking an infant, a little person who is almost totally helpless, assuming full responsibility for his physical and psychological health and raising him so he will become a productive, cooperative and contributing citizen. What more difficult and demanding job is there?" (Thomas Gordon in *Preparing for Parenthood*, pp. 1 - 2)

"Thus like all families, we had our problems to consider and our decisions to make. I am neither certain of the correctness of the policies I have adopted nor ashamed of any mistakes I might have made. One has only one life to live, and THERE IS NOT TIME ENOUGH IN WHICH TO MASTER THE ART OF BEING A PARENT." (Norbert Wiener, Nobel Prize Winner quoted in *Parenting in Modern America*, p. 1)

"Once you or anyone else has decided to become a parent, I think you should put the needs of your child first, particularly during the first three years of his life. Some professionals in my field take the position that parents come first. They believe the happy parent is the best parent. If happiness means being away from your children and hiring someone to take care of her while you are doing whatever makes you happy, so be it. They say your child will benefit in the long run. I ABSOLUTELY DO NOT AGREE. Any child wants to be important in her parents' lives." (Lee Salk in *Preparing for Parenthood*, p. 163)

"When I was five, I decided that when I grew up I'd be a 'children's detective on parents.' I didn't quite know what it was I would look for, but even then I realized that there was a lot going on in families that didn't meet the eye. There were a lot of puzzles." (Virginia Satir in *Peoplemaking*, p. 1)

"Parenting is a learning process for all of us. When we learn any new skill - whether it is driving a car, playing a musical instrument, or raising a child - we can learn by making mistakes. But the most wasteful kind of learning is sheer trial and error." (Fitzhugh Dodson in *How to Parent*, p 23)

ROLE PLAYS TO TRY

I. One person is the parent, the other the child. The parents try to motivate the child to do something (e.g., go to bed, eat dinner, do some playing, etc.). Since the child is presumably two years old, his frequent regular responses are "no"; "I need to"; "I want to". The latter three phrases are the only vocabularly to be used by the child.

Play this for a few minutes. Reverse roles.

Discuss your feelings as a parent. Discuss your feelings as a child. What would you do with your frustration? How can you get the child to cooperate with your request?

II. The group is divided into pairs. Two people sit opposite each other. One stands up, crosses his arms and looks down on the other who sits on the floor, close by. Thus a child-parent relationship is formed.

Ask participants to become aware of the difference in perspective, the difference in size, the difference in actual "feeling".

The standing member now starts saying all the "shoulds", "should nots", "don'ts", "musts" he can think of. The sitting participant just listens. Eye contact must be maintained through the entire exercise. It is important that the standing member use an authoritative voice and facial expressions and other body language which reinforce this type of "talking to".

The roles should be reversed after several minutes. The experiences should be shared with the entire group.

This experience can be related to parenting and how one's own parents used this device in disciplining. How does this relate to the way in which counselors discipline? Is it an effective method?

III. The group is divided into pairs. Two people sit opposite each other. One person asks for something that can be given to him. The other person must say "no" each time without actually using the word "no". When one request has been denied the next request is made.

This is done for several minutes. Take turns.

Notice how the requests are evaded. How do you feel not being answered directly all the time? What did you notice in your own evading? What did you notice in your partner's evading?

USEFUL COMMUNITY RESOURCES

The program will be greatly enriched by working with the community, defined broadly and including the camp family. Going on field trips, interviewing, and inviting in guest speakers or discussion leaders is rewarding for everyone involved.

1. Consider having each interested participant select someone for interviews about child rearing - young parents, parents of teenagers, grandparents. The group can devise a common interview guide so comparable questions will be asked. Some examples:

    a. What were the joys of child rearing?

    b. What were the frustrations of child rearing?

    c. Specific instances the interviewee remembers clearly.

    d. What methods of disciplining were particularly helpful and effective?

    e. Why were these methods employed? Tradition, underlying theory, etc.?

    f. What would they never do again regarding child rearing?

    g. What advice would they give regarding child rearing to young parents-to-be?

    h. What attitudes do they have now regarding child rearing?

    i. Others (in their own home, in camp, nursing homes, etc.)

2. Teachers from the area of the camp could be interviewed regarding disciplining children, the differences between children in different classes, the ranges in children's ability to do things (manually and mentally), what parent-teacher interviews are like, what school readiness is, what reading readiness is, what things they consider important for the child to know before he enters school, etc.

3. Various specialists could be invited to speak to the group:

    a. gynecologist

    b. pediatrician

    c. social worker

    d. nurse

    e. marriage counselor

    f. psychologist

    g. minister

    h. teacher

    i. librarian

4. The local library could be visited; the various books that are available regarding child rearing could be noted; children's books for varying age levels can be chosen and evaluated:

   - What age level are the books appropriate for? What about the content level? What about the language used in the books?

   - What social values, concepts, ideas are expressed in the stories? (E.g., sex stereotyping, violence, as acceptable behavior)

5. A local hospital could be visited. The members may be interested to observe the childbirth classes, the labor and delivery rooms, the nursery, etc.

6. The following could be invited as guest speakers or discussion leaders:

   a. the camp chaplain or local religious leader to discuss ethical and moral values in parenting.

   b. a leader of the local La Leche League on breast feeding. As the League members are constantly interacting with new parents, they can serve as good sources on the joys and problems of new parents.

   c. a person from a childbirth education group to speak on prepared childbirth.

   d. a speaker from Planned Parenthood to discuss conception, contraception and child spacing, family services available, etc.

   e. a director of a day care center.

   f. the camp nurses to discuss childbirth, early child care, infant diseases, birth defects, immunization, physical development of children, etc.

   g. the counselor consultant to discuss disciplining children, interaction with children, peer relationships.

   h. a local social worker or children's aid worker to discuss battered children, adoption, foster parenting, etc.

BIBLIOGRAPHY

The leader should be familiar with the following books, as much of this course is based on them:

Fagan, J. and Shepherd, I.L. *Gestalt Therapy Now*. Harper Colophon Books, Harper & Row, New York, 1970.

Harris, T.A. *I'm OK, You're OK*. Avon Books, New York, 1969.

LeMasters, E. *Parenting in Modern America*. The Dorsey Press, Homewood, IL, 1974.

Perls, Fritz. *Gestalt Therapy Verbatim*. Real People Press, Lafayette, CA, 1969.

Salk, Lee. *Preparing for Parenthood*. David McKay Co., New York, 1974.

Satir, V. *Conjoint Family Therapy*. Science and Behavior Books, Inc., Palo Alto, CA, 1967.

_____. *Peoplemaking*. Science and Behavior Books, Inc., 1972.

Stevens, John. *Awareness*. Bantam Books, New York, 1971.

The following books are listed for further reference:

Berkowitz, L. *The Development of Motives and Values in the Child*. Basic Books, New York, 1964.

Bowlby, J. *Child Care and the Growth of Love*. Penguin Books, Harmondsworth, Middlesex, England, 1972.

Coopersmith. *The Antecedents of Self-Esteem*. Freeman, San Francisco, 1967.

Gordon, T. *P.E.T. - Parent Effectiveness Training*. Peter H. Wyden, New York, 1970.

Greenberg, H., Jacobs, S. and Conrad, T. *Child Care*. ROCOM Press (through Sutherland Learning Associates, Los Angeles.

Hart, H. (ed.) *Marriage: For and Against*. Hart Publishing Company.

La Leche League. *The Womanly Art of Breastfeeding*. La Leche International, Franklin Park, IL, 1971.

Mussen, P. *The Psychological Development of the Child*. Prentice-Hall, NJ, 1963.

Pryor, K. *Nursing Your Baby*. Harper & Row, New York, 1963.

Salk, L. *What Every Child Would Like His Parents to Know*. Warner Paperbacks, Warner Books, Inc., New York, 1973.

_____ and Kramer, R. *How to Raise a Human Being*. Warner Books, 1973.

Simon, S., Howe, L. and Kirschenbaum, H. *Values Clarification*. Hart Publishing Company, New York, 1972.

Journals: *Family Process*; *Journal of Marriage and the Family* (excellent)

UNIT FIVE

Suggested Film:

"Inside My Mom" - 8 minutes, color slides or filmstrip/audio cassette. A cartoon fetus tells what it thinks about the treatment its mother is giving it in the nutrition she provides. Amusing, excellent; good discussion starter. Available from local chapter of National Foundation/ March of Dimes, or through National Foundation/March of Dimes, Box 2000, White Plains, NY 10602.

Booklet for Distribution:

As You Grow Up - 16 pages. A scriptographic booklet from Channing L. Bete Co., 45 Federal Street, Greenfield, MA 01301.

UNIT SIX

All materials in this unit from Exploring Childhood, Education Development Center, 55 Chapel Street, Newton, MA 02160. Films may be rented or purchased, or try to borrow from the local Board of Education. Also try Women's and Children's Social Service Dept., Territorial Headquarters, The Salvation Army.

Suggested Films:

"Bill and Suzi: New Parents" - 13 minutes, black and white. Young parents bring their infant daughter for examination. They discuss with the pediatrician the baby's needs and care, their feelings about parenthood, the changes parenthood has brought to their lives. Excellent to show how the mother and father relate to each other and the shared care of the baby.

"Gabriel is Two Days Old" - 15 minutes, black and white. The pediatrician examines the new baby and discusses with the mother his needs, abilities and such, and her reactions to parenthood.

Poster to Use:

Directions in Development - photos and text. Traces the growth of the child from infancy through primary school age in five areas of development: games, relations with other children, language, daily activities, body skills. Cost, $4.75 plus 75¢ handling.

UNIT SEVEN

Booklets:

What About Discipline? - Student booklet and teacher's guide have excellent illustrations and discussion suggestions. From Exploring Childhood.

Fear, Anger, Dependence - Student booklet and teacher's guide. Helpful in understanding why a child may behave in a particular way, which in turn suggests how to handle that behavior. From Exploring Childhood.

Films:

"Water Tricks" - 13 minutes, color. Shows children at a water table in a day care center. Questions to be raised might be: which children were causing problems? At what point would you discipline any of the children? How many of the children would you consider "bad"? Why? From Exploring Childhood.

"Broken Eggs" - 10 minutes, color. An unhappy incident at a pre-school when a student crushes a prized collection of eggs. Possible questions are: was the action of the young children cause for disciplining them? What would you have done if this were your group? From Exploring Childhood.

Book:

Child Care, a Manual for Parents - Order from Sutherland Learning Associates, 8425 W. Third Street, Los Angeles, CA 90048.

UNIT EIGHT

Films:

"Rachel at Home" - 11 minutes, black and white. A white, urban, professional family, including the parents, Rachel - 5 years old - and a baby sister. From Exploring Childhood.

"Howie at Home" - 13 minutes, black and white. This is a black, working class family of parents, Howie and an older sister. From Exploring Childhood.

"Oscar at Home" - 10 minutes, black and white. This is a working class Mexican-American family living in Texas. Oscar is fourth of six children. From Exploring Childhood.

"Girl of My Parents" - 8 minutes, color. Hagit is a 17-year-old who grew up on and still lives on the kibbutz. She discusses her relationships with her parents, her friends, and her boyfriend. From Exploring Childhood.

Booklet:

What's a Family? - 16 pages. A scriptographic booklet from Channing L. Bete Co.

UNIT TEN

Useful Printed Material:

Safety is No Accident - pamphlet from Health Series of Prudential Insurance Company.

Family Living Skill Book - Boy Scouts of America, North Brunswick, NJ 08920.

First Aid Skill Book - Boy Scouts of America.

Human Survival Training - from Help-A-Kid Program, Boys' Clubs of America, 771 First Ave., New York, NY 10017.

"Accident Prevention", chapter in *Child Care*.

Useful Film:

"Accident Prevention" - Parentaid film by ROCOM. Excellent, color, short. Order from Sutherland Learning Associates.

UNIT ELEVEN

Films:

"Teacher, Lester Bit Me" - 9 minutes, color, animated. From Exploring Childhood.

"Broken Eggs" - 10 minutes, color. From Exploring Childhood.

"Fragile: Handle With Care" - 20 minutes, color. Rent, borrow or buy from International Order of Fosters, 100 Border Avenue, Suite B, Solana Beach, CA 92078.

Record and Booklet:

A Case Study of Family Stress (record) and *Under Stress: Keeping Children Safe* (booklet with transcript of record).